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ABSTRACT

Separate evaluations of three Title VII bilingual education programs carried out in elementary and junior high schools in Brooklyn, New York, are presented in this report. The programs are S.U.B.E. (Success Under Spanish Bilingual Education): AVANTI (an approach to Italian bilingual education): and HABILE (Haitian Bilingual Education), which taught both Creole and French (as well as English) to participating students. For each program, objectives regarding instruction, curriculum, staff development, and parent involvement are described. Evaluation design and data analysis procedures are also outlined. Previous evaluation findings are reviewed and comments are offered on compliance with their recommmendations. Physical setting, materials and equipment, parent involvement, and adherence to Federal Title VII guidelines are evaluated for each of the programs. It is concluded that: (1) S.U.B.E. was a success and should be refunded in its present form: (2) AVANTI was successful, but should shift its foci to parent education regarding children's career possibilities, expanded bilingual guidance counseling, and materials development: and (3) HABILE should be refunded, but improvements in the areas of student participation, staff language usage and English competency, student instructional grouping, and curriculum development should be sought. Appended to the report are observation and evaluation forms and personal resumes of the evaluators. (GC)

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COMMUNITY SCHOOL DISTRICT #32

BROOKLYN, NEW YORK

E.S.E.A. TITLE VII - MULTILINGUAL PROGRAM

S.U.B.E. AVANTI HABILE

FINAL REPORT
1978-1979

COMPONENT	FUNCTION
S.U.B.E. Success Under Spanish Bilingual Education	5097-97601
AVANTI An Approach to Italian Bilingual Education	5097-97601
HABILE Haitian Bilingual Education	5097-97601

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E.S.E.A. TITLE VII MULTILINGUAL PROGRAM

FUNCTION #5097-97601

EVALUATION REPORT
1978 - 1979

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E.S.E.A. TITLE VII MULTILINGUAL PROGRAM

EVALUATION REPORT
1978 - 1979

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SPECIAL STATE AND FEDERAL FUNDED PROGRAMS

E.S.E.A. TITLE VII MULTILINGUAL PROGRAM

FUNCTION #5097-97601

EVALUATION REPORT
1978 - 1979

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COMMUNITY SCHOOL DISTRICT #32

E.S.E.A. TITLE VII MULTILINGUAL PROGRAM

SUBE COMPONENT (SPANISH)

1978-79 FINAL REPORT

FUNCTION NUMBER 5097-97601

SUBMITTED BY: Dr. Arthur A. Carin
Chief Evaluator

SPECIAL INTRODUCTORY REMARKS

There are several unusual features of this Final Report that the writer deems important enough to note at the outset.

First, it must be noted that this Final Report also coincides with the conclusion of the original four year funding program. This factor should be taken into consideration as the reader digests the evaluations made, as many of the observations will deal with the cumulative affects and not just this year's events. This writer was privileged to be Chief Evaluator for District #32 for three of the four years of the project, and directly observed the program in the schools, as well as continually meeting with the Coordinator, three different Evaluation Consultants, Statistical Evaluator, as well as other school and District Office personnel. Therefore, reference will be made throughout of the historical influence on the present program of the prior three years.

Second, the final report is being written by the Chief Evaluator, even though on-site evaluations were made by an Evaluation Consultant. Due to unforeseen circumstances, the Evaluation Consultant was unable to write his final report. This report, therefore, is written by the Chief Evaluator after continuous consultation throughout the year with the Evaluation Consultant, the Program Coordinator, Deputy to the Superintendent for Funded Programs, and other school and District Office personnel.

I. PROGRAM DESCRIPTION

A. Objectives

Community School District#32 ESEA Title VII Multilingual Program SUBE Component (Spanish) had these four major objectives:

Instructional

1) To maintain normal academic progression through the grades by providing instruction in all substantive subject areas in English and Spanish according to individual linguistic abilities.

2) To develop linguistic skills in English and Spanish through daily instruction in these areas.

3) To maintain and develop a positive self-image through recognition and acceptance of the native language and culture.

4) To develop an appreciation and understanding of both the American and Hispanic cultures.

Curriculum

1) To select and adapt materials which are linguistically appropriate and culturally relevant.

2) To develop curriculum materials in Spanish Language Arts on the elementary level.

Staffing

1) To recruit and hire personnel to work in a bilingual/ bicultural environment.

2) To provide a staff development program for all project personnel, including daily on-site training and monthly workshops.

Parent and Community Involvement

1) To involve parents of participating students in the education of their children through periodic parent workshops in each of the schools, and other activities.

2) To involve and inform the community at large of project activities through a periodic newsletter to be disseminated in each of the schools.

B. Program Participants

Priority was given to those students in greatest need of bilingual education as evidenced by limited English speaking ability as measured by:

1) Language Assessment Battery

2) Recommendations of school administrators, guidance counselors, and teachers.

In addition, a limited number of English dominant students were included in the program. Parents of all new participating students were notified of such selection prior to the child's inclusion

in the program. Parental consent was required prior to placement.

A little less than 600 students participated in the SUBE program. The following table shows the approximate distribution of students by school and grade:

SCHOOL	K	1	2	3	4	5	6	7	8	9	No. of Children
P.S. 75	26	28	26	30	20	27	17				174
P.S. 151	25	24	32	33	32	31	29				206
P.S. 274	25	32	28	32	28	35					180
JHS 111							27				27
TOTAL	76	84	86	95	80	93	73				587

C. Program Activities

1. Staff Development and In-service Training Activities

Teacher and paraprofessional training was conducted on a one-to-one basis by the Coordinator and Teacher Trainer, both on-site and at the District Office. Staff meetings and workshops were held at the individual schools. The Teacher Trainer worked individually with both teachers and paras, assessing their professional needs, and assisting them with the whole range of teaching items from classroom management to curriculum development.

2. Parent Workshops

Parent Workshops were conducted on an average of two per month, although this varied from school to school. These parent work-

shops provided information about the SUBE Program as well as offering a variety of Cultural Activities, Arts and Crafts sessions, and ESL training as well.

3. Montessori Training

All three bilingual Kindergarten and first grade teachers and their paraprofessionals received training in Montessori methods and techniques. Workshops were held for this purpose and were supported by on-site classroom observations and further training.

4. University-based Training

All of the project teachers have a Master's degree; many of them in bilingual education. All of the paraprofessionals can avail themselves of a Career Ladder Program offered by the United Federation of Teachers, where they receive college credits as well as stipends for summer programs.

5. Instructional Component

SUBE was located in three elementary schools (P.S. 75, 151 and 274) and one Junior High School (J.H.S. 111). The instructional program as carried out during the three previous years (1975-1978) was continued. Students were instructed in all subject areas in both English and Spanish according to individual needs. Daily instruction in both English and Spanish language arts and reading was offered to all students by the classroom teacher. Understanding and appreciation of both the American and Hispanic cultures were developed and maintained through the use of culturally relevant reading materials as well as through activities which focused upon

the celebration of national and traditional holidays.

The Elementary Schools were based upon self-contained classrooms under the direction of a bilingual teacher assisted by a bilingual educational assistant. Individual linguistic and substantive abilities were met through individualized instruction, flexible groupings, and team teaching. The New York City Board of Education curriculum was followed. In addition, participating students were integrated into the regular activities of the school in such areas as Assembly, Physical Education, Art, Music, and Lunch.

The SUBE Component terminates at the fifth grade level at P.S. 274. Therefore, the sixth grade class at J.H.S. 111 is a continuation of the program for those students transferred to J.H.S. 111. Participating Junion High School students are instructed in both English and Spanish in the content areas of Mathematics, Science and Social Studies. Participating students were integrated into the regular Junior High School activities for the remaining three periods each day, including such areas as Assembly, Physical Education, Art, Music, Health Learning, Shop, and Lunch.

6. District-wide School and Community Activities

All bilingual classes participated in numerous demonstrations and presentations during the year celebrating Puerto Rico Discovery and Bilingual Week, Pan American Week, etc.

D. Personnel

The SUBE Staff was made up of 21 tax-levied bilingual classroom teachers, 10 E.S.E.A. Title VII Bilingual paraprofessionals, two New York State Chapter 720 Bilingual paraprofessionals, as well as supplementary instruction in English for selected students

supplied by the E.S.E.A. Title I Program. Here is a table summarizing the SUBE Staff:

LOCATION	NO. CLASSES	NO. STUDENTS	PROJ. COORDINATOR	BIL. SEC'Y	TEACH. TRAINER	EDUC. ASSISTANT
DISTRICT OFFICE			1	1		
P.S. 75	7	174				3
P.S. 151	7	206			1	4
P.S. 274	6	180				2
J.H.S. 111	1	27				1
	21	587	1	1	1	10

A Teacher Trainer worked with the bilingual staff at the four participating schools. A Program Coordinator had overall responsibility for the program and acted as liaison with the school administration and personnel, District Office administration and personnel, as well as the program staff.

II. EVALUATION DESIGN AND METHODOLOGY

A. Evaluation Activities

1. Observations

All participating classrooms were observed on-site by an Evaluation Consultant twice during the school year. Visits were unannounced to avoid any possibilities of seeing "enriched" lessons for the benefit of the Evaluator and to see the regular on-going program activites. A special Observation Guide was

cooperatively developed (and used) by the Evaluation Consultant, Coordinator, and Chief Evaluator, using previously used forms and updating as a result of four years' use. (See Appendix for sample form.)

2. Interviews

Interviews were conducted by the Evaluation Consultant and Chief Evaluator of teachers, paraprofessionals, some students, Teacher Trainer, Coordinator, and other school personnel (administrators), as well as District Office personnel. (See Appendix for a sample Interview form that was used.) Personnel were interviewed on a pre and post basis.

B. TESTING DESIGN AND ANALYSIS OF STATISTICAL DATA

Title VII Success Under Spanish Bilingual Education (SUBE) used the Bilingual Syntax Measure in Spanish and English as well as the SESAT (Stanford Early School Achievement Test) in Spanish in the first grade and Kindergarten. The Stanford Achievement Test was to be used in the second grade and the Inter-American Test was to be used in grades one through six. The Stanford Diagnostic Tests in Reading were to be used in grades three through six.

The results of these tests have been reported to the district and are on file in the District office for further inspection. For the Bilingual Syntax Measure, raw scores were used and interpretation of these data are somewhat difficult. Growth was achieved; however, we are unable to assess the amount of growth since we do not know the amount of growth which would have been expected.

The Stanford Reading and Math Diagnostic Tests showed that substantial growth was achieved, particularly in grades three through five. Although growth is noted in grade six, it is not as great as in grades three through five. This lessened growth is comparable to that which we have found in other programs. It appears that programs in the SUBE program are subject to the same tendency as are other programs, namely that less growth is observed in the upper grades.

SUMMARY

The Success Under Spanish Bilingual Education (SUBE) continues to be successful as it has been in previous years. Although at one time, this program contained students who were predominantly at or above grade level, we note that now the program has students who are predominantly below grade level and the average student in the SUBE program has similar reading skills found in other funded programs.

III. FINDINGS OF PREVIOUS EVALUATIONS

1. Recommendation: "At least monthly in-service workshops be established."

   Findings: Although not all schools were able to adhere to monthly workshops, training workshops were held at each school on a regular basis.

2. Recommendation: "The in-service training that is being received by the paraprofessionals should be more systematic and better coordinated with the classroom teachers."

   Findings: Much improvement was observed in the in-service training this year.

3. Recommendation: "Funding Agency should supply funds for more of the per pupil materials allocation for the SUBE students in order to compensate the still existing shortages in some areas."

   Findings: Although additional funds were not allocated by the Funding Agency this year, the participating schools were able to provide some materials through the use of school funds. Additional were supplied to the early childhood classes through State funded Chapter 720 monies.

4. Recommendation: "The language skills ability (sometimes in English and sometimes in Spanish) of some of the teachers should be improved by either special in-service courses or by using the facilities of colleges in the area."

   Findings: Special in-service courses to improve the language skills ability of some of the teachers were not able to be conducted this year; however, some of the teachers do avail themselves of courses offered by such colleges in the area that offer bilingual programs

such as Brooklyn College, Hofstra University, New York University, etc.

5. Recommendation: "Money should be sought for substitute teachers for the Program so that all the personnel involved can benefit from some of the Bilingual Conferences and Workshops that are offered throughout the region."

   Findings: Although money was not allocated for such purposes, program personnel were able to attend Bilingual Conference and Workshops not only throughout the region but outside the region as well.

IV. FINDINGS

A. Physical Setting

All of the SUBE bilingual classrooms were conducive to accommodating the number of participating children. The classrooms were well organized for achieving the program's goals. Most of the rooms were well decorated with many posters, bulletin boards, and displays. Students' works were prominently displayed and encouraged. Materials that were displayed were timely and appropriate in terms of the program being implemented. Kindergarten classes had an abundance of manipulative materials, including outstanding Montessori materials. All of the materials and works displayed were in English and Spanish. Wherever possible, the students' cultures were reflected in the materials displayed.

Seating arrangements, especially in the elementary schools, were flexible and the desks and chairs were movable; this allowed for the formation of seating patterns suitable for the particular teaching strategies used in the program.

B. Materials and Equipment

Instructional and resource materials were evident in both English and Spanish and spanned a variety of grade levels to accommodate the disparate needs of the students participating in the program. Through Chapter 720 funding, a large amount of exceptionally high quality Montessori materials were also used in the early childhood bilingual classes. Participating teachers and paras were also rather successful in developing their own instructional materials. Generally, the Spanish materials were more appropriate for the levels and language skills of the participating students than were the English tests. The Englisn tests often exceeded the levels of the limited English speaking students' abilities.

C. Personnel and Interpersonnel Relationships

All participating teachers and paraprofessionals, the Teacher Trainer, and the Coordinator were bilingual and capable of communicating equally well in both Spanish and English. Teachers and paras instructed in all subjects using both languages. In addition, there was ample evidence that the instructional staff was cognizant of the cultural diversity of the participating students.

Relationships between students and teachers were excellent. In most classes, participating teachers established a relaxed, but well disciplined learning/teaching environment. Paraprofessionals and teachers conducted themselves in a highly professional and cooperative manner. It was observed that the paras were used for instructional purposes only, often working with individuals or small groups of children while the teacher worked with the rest of the class. Teachers planned the teaching activities that were carried out by the paras.

Principals and other school administrators continued to view the program very positively. They were proud to have the SUBE program in their schools and regarded the bilingual staff highly and with respect and admiration.

The Teacher Trainer and Coordinator were seen as highly supportive and responsive by the teachers and paras. The Program Coordinator was well respected by the school administrators, which contributed significantly to the success of the SUBE Program. The Coordinator also developed a very positive rapport among her staff of teachers, paras, and Teacher Trainer, for she is seen as very energetic, very knowledgeable of her field of bilingual education and an excellent administrator. SUBE's success can be attributed in large part to the Coordinator's efforts.

D. Program Procedures

All SUBE classes met the definition of a bilingual instructional program by including these elements:

1. Instruction took place in both Spanish and English in all curricular areas.
2. Culture was integrated into the instructional activities of the participating classes.
3. Emphasis was placed upon the language arts curriculum in both Spanish and English.
4. A major segment of the day was devoted to reading instruction in Spanish and English.

Much of the culture curriculum was infused into the Social Studies program. There was greater emphasis in Spanish as the language of instruction at the lower grade levels and a great utilization of

English as the language of instruction from third grade and above.

E. Parent Involvement

Parent support for SUBE has increased over the four year funding period, especially in the lower grades. This is possibly due to the fact that there are more Spanish speaking paras this year in the Title I Strengthening Early Childhood Program and the PSEN Resource Programs. In addition, participating teachers and paras held parent meetings to discuss the program with parents, as well as to answer specific questions pertaining to their children's progress. Principals, program teachers and paras, Teacher Trainer, Program Coordinator and District Office personnel have all taken time to meet with parents of participating children to deal with their concerns. SUBE operated on an "open-door policy", and the parents were welcomed and encouraged to visit their children's classrooms. Parent involvement was also fostered by Parent Workshops conducted by the Teacher Trainer, and dealt with such topics as cultural activities, arts and crafts, program orientation and English as a Second Language. Parents were also active on a district-wide basis on the Parent Advisory Council and through their local PTA.

F. Adherence to Program Guidelines

SUBE properly adhered to the ESEA Title VII Rules and Regulations and to the objectives in their funding proposal. All SUBE personnel were utilized for the functions specified in their project proposal. The program served the limited English speaking population for which it was designed.

V. CONCLUSIONS AND RECOMMENDATIONS

Over the past four years, SUBE was very successful and it continues to be a model bilingual education demonstration program. One important element that contributed to this was the fact that staff turnover during the four years was minimal. This stability of staff, however, was not matched by student population. Unfortunately, District #32 has an extremely high student mobility both within and out of the district, which puts a strain on funded programs. In spite of this excessively high student mobility, SUBE was an excellent program and established a solid bilingual program for the district to continue for children with limited English speaking ability. Teachers and paras in the SUBE program, along with the Teacher Trainer, Program Coordinator, Deputy to the Superintendent for Funded Programs, and other District Office personnel, are to be commended for the positive results they received in this program despite the heavy student mobility. SUBE provided evidence to support the premise that bilingual education can work.

Although the initial funding period ends with this year's SUBE program, these recommendations are offered to encourage the next phases of its implementation:

1. SUBE's four years were very successful and it should be refunded so that it can continue to be a model bilingual program for other districts to observe and emulate.
2. SUBE established a commitment in District #32 for bilingual education, as witnessed by the high enthusiasm of teachers, paraprofessionals, parents, school administrators, District Office personnel and administrators and Board of Education members. Continued funding

will assist the District in continuing this commitment to high level bilingual education.

3. SUBE's professional staff is highly trained and intact (virtually the same staff over the four years of in-service training and masters' degrees in bilingual education) and refunding will assure a high level continuation of bilingual teaching.
4. Bilingual materials, supplies and equipment in both Spanish and English have been accumulated and developed by District #32 (including quantities of Montessori materials) over the four years of SUBE's funding; therefore, continuing funding of this excellent program can make greater use of these materials for the benefit of children in need of these services.

EXECUTIVE SUMMARY

E.S.E.A. TITLE VII MULTILINGUAL

SUBE (SPANISH) PROGRAM

1978-79

Function Number 5097-97601

Prepared by: Dr. Arthur A. Carin,
Chief Evaluator

I. PROGRAM DESCRIPTION

A. Objectives

The overall objective of SUBE is to enable students to maintain a normal academic progression through the grades while developing fluency in English and developing proficiency in Spanish language skills.

B. Participants and Their Selection

Priority was given to students in greatest need of bilingual education. There were approximately 600 students participating in the program in 21 tax-levied bilingual classrooms, in 3 elementary and 1 junior high school.

C. Program Activities

Students were taught in self-contained classrooms by a bilingual classroom teacher with the aid of a bilingual paraprofessional. Children were offered a full curriculum as prescribed by the Board of Education of the City of New York in both Spanish and English. Daily instruction in Spanish and English Language Arts and Reading was provided.

D. Personnel

The SUBE staff consisted of 21 tax-levied bilingual classroom teachers, 10 E.S.E.A. Title VII Bilingual paraprofessionals, three New York State Chapter 720 Bilingual paraprofessionals, as well as supplementary instruction by the E.S.E.A. Title I Program.

Parent involvement has increased over the life of the program in both local PTA and school activities to District-wide.

SUBE properly adhered to E.S.E.A. Title VII Rules and Regulations and to the objectives in their funding proposal. All SUBE personnel were properly utilized and the program serviced the limited English speaking population for which it was designed.

SUBE was very successful over the four years. Therefore:

1. SUBE should be refunded so that it can continue to be a model bilingual program for other districts to observe and emulate.

2. Continued funding will assist District #32 in continuing the high commitment it generated for excellent bilingual education in parents, school administrators, teachers, paras, District Office personnel and local Board of Education members.

3. Continued funding will insure the proper use of the well trained and enthusiastic SUBE professional personnel.

4. The Spanish and English bilingual materials developed and accumulated in District #32 can best be utilized with continued funding next year.

II. EVALUATION DESIGN AND METHODOLOGY

All classroom teachers and paras were observed twice during the school year unannounced. A special observation guide was cooperative developed by the Evaluation Consultant, Coordinator and Chief Evaluator (See Appendix for a sample form). SUBE personnel, school administrators and District Office Personnel were interviewed by the Evaluation Consultant and the Chief Evaluator (See Appendix for a sample interview form). Children were tested on a pre and post basis and data analyzed.

III. FINDINGS

All of the SUBE bilingual classrooms were conducive to accomodating the number of participating children. Rooms were well organized, attractive, and contained posters, bulletin boards, and displays in both Spanish and English. All SUBE teachers and paras, Teacher Trainer and the Coordinator were bilingual and capable of communicating equally in both Spanish and English. Instruction was given in all subjects using both languages.

SUBE staff gave ample evidence that they were cognizant of the cultural diversity of the participating students and used this information in their teaching.

Relationships between students and teachers and paras was excellent. School administrators and parents viewed the program very positively and were very supportive.

The Coordinator and Teacher Trainer were very instrumental in the success of the SUBE program.

FINAL EVALUATION REPORT

E.S.E.A. TITLE VII MULTILINGUAL PROGRAM
AVANTI
5097-97601

MARIA LUISA ROMEO
EVALUATOR

AN APPROACH TO ITALIAN BILINGUAL EDUCATION

I. Program Description

The AVANTI program, a component of E.S.E.A. Title VII Multilingual Program, is currently in its fiftn year of implementation. As in the previous years, the program was concentrated in two elementary schools, P.S. 86 and P.S. 123, and one junior high school, J.H.S. 162. In each school, there was one class per grade; K-6 at P.S. 86 and P.S. 123, and grades 7-9 at J.H.S. 162.

Program Participants

Approximately 455 students participated in the program. Of these, 400 were Italian dominant students while 55 were English dominant students who participated in the program on a voluntary basis and through parental request and approval. These English dominant students functioned as peer models to the Italian dominant students in English Language Arts activities. They have proven to be effective one-to-one peer tutors. By participating in the program, they benefit from exposure and participation to a second language and appreciation of another culture.

The following tables show the approximate distribution of students by grade and school:

NUMBER OF STUDENTS PER GRADE LEVEL

School	K	1	2	3	4	5	6	7	8	9	Total
P.S. 86	25	23	34	29	26	-	24				161
P.S. 123	23	29	26	25	31	29	34				197
J.H.S. 162								38	29	30	97
											455

NUMBER OF CLASSES PER GRADE

School	K	1	2	3	4	5	6	7	8	9	Total
P.S. 86	1	1	1	1	1	-	1				6
P.S. 123	1	1	1	1	1	1	1				7
J.H.S. 162								1	1	1	3
											16

At each elementary school, the bilingual, self-contained classrooms were under the direction of a bilingual teacher assisted by a bilingual paraprofessional. At J.H.S. 162, each per grade class followed a departmentalized program, which was taught by a team of tax-levy teachers. In total, there were 16 tax-levy teachers and 6 paraprofessionals serving the AVANTI program.

Program Goals

The main goal of the AVANTI program was to serve the Italian language group with an instructional program which would help those students develop fluency in English and enable them to maintain a normal academic progression according to grade level using the mother tongue. Students received instruction in all subject areas in English and Italian according to individual needs.

Program Activities

The New York City Board of Education Curriculum was followed. Students were instructed in both English and Italian, Math, Science and Social Studies. They were mainstreamed for Music, Art, Physical Education, Assembly, lunch

and other joint activities. Daily instruction in English and Italian Language Arts were also offered daily. An understanding and appreciation of both the Italian and American cultures was developed through the use of culturally relevant materials, as well as through activities focusing on the celebration of ethnic and traditional holidays.

At the J.H.S. 162 participating students were instructed daily in English and Italian in the subject areas such as Mathematics, Social Studies and Science. They were mainstreamed for Art, Music, Health, Physical Education, and/or Home Economics. Daily instruction in Italian and English Language Arts was also provided. The English language class had been organized to provide more individualization of instruction. Each class was arranged into groups of varying ability and instruction was provided accordingly in English grammar, literature, and second language learning where needed.

During the 1977-78 school year, the AVANTI teachers and administrators of J.H.S. 162 proposed a plan for involving Italian and Spanish students in an education experience. A unit plan covering such topics as Geography, Economics and Culture was prepared. The unit was taught by an AVANTI teacher and an Aspira Consent Decree teacher. The purpose of this joint teaching experience was to bring together two groups of students with diverse cultures and to show them that both of the groups contain differences as well as similarities in language, culture and values. This team teaching approach proved to be an invaluable experience for the teachers as well as the students for two years now.

Personnel

The bilingual staff of the AVANTI program consists of one Project Coordinator, sixteen (16) tax-levy teachers, six (6) paraprofessionals. The

Resource Teacher position, which had been vacant the previous year, was filled in February of this school year.

Classroom instruction and supervision of activities in the room are under the direct responsibility of the bilingual teacher. The bilingual paraprofessionals, under the direct supervision of the bilingual teacher, work with students individually or in small group instruction.

The Coordinator had overall responsibilities for the supervision and operation of the program. These responsibilities will be detailed under findings.

In each building housing the AVANTI program, the Principal and/or Assistant Principal assisted in the implementation and supervision of the program's activities.

A bilingual community relations person also assisted with the work of the program.

II. A. Evaluation Design and Methodology

The evaluation consisted of three basic elements: 1) Observation of program activities including classroom, training sessions, staff planning meetings, etc. 2) Interviews with relevant personnel, students, parents, teachers and non-program people such as non-participating students, non-bilingual parents 3) Pupil testing and analysis of the data.

Classroom visits and observations were conducted with no prior announcement to Principals or parties concerned. This approach allowed the Evaluator to see a random sampling of everyday on-going activities as they are conducted without the influence of prior knowledge and extra preparation for special activities (See Appendix for sample Observation Forms).

With approval from the project's Coordinator, the Evaluator attended one of the workshops in the inservice training program in the capacity of observer/ evaluator, as well as consultant on the revision of the Italian Language Arts curriculum that was part of the training session.

Interviews

Each classroom teacher was interviewed as was the program's Coordinator, building Principals and other relevant personnel.

Also interviewed were parents and students connected with the program. The purposes of the interviews were to gather information and views on the present effectiveness of the program, areas in need of improvement, suggestions for changes and recommendations on the continuation of the program (See Appendix for samples of Interview Forms).

B. TESTING DESIGN AND ANALYSIS OF STATISTICAL DATA

All students partcipating in the program were pre-tested in October and were post-tested in May to determine the impact of the program during the year as a result of their participation.

The Following instruments were used:

TEST	ABILITY	GRADE	LANGUAGE OF TEST
Stanford Diagnostic Test	English Reading	2-9	English
Bilingual Syntax Measure	Oral Language	K-3	Italian English
District 32 Math Achievement Test	Math Comp. Concepts & Application	1-9	English or Italian (Dom. Lang.)
District 32 Reading Test	Italian Reading	1-9	Italian

II. Testing (Cont'd.)

All participants were post-tested in May/June of the school year to determine the progress made during this time as a result of their participation in the program.

INTERPRETATION OF STATISTICAL DATA

The An Approach to Italian Bilingual Education (AVANTI) program encompassed grades Kindergarten through ninth. The AVANTI program used the Bilingual Syntax Measure in grades Kindergarten through third, in both the English and Italian versions. A locally developed Italian Language test was used in grades one through nine. Each of the above measures was evaluated using raw scores. Although growth was generally found to have been attained, the unstandardized nature of the tests made impossible the determination of specific degrees of success.

The Stanford Achievement Test was used to evaluate reading in the second grade and the Stanford Diagnostic Reading and Stanford Math Test were used to evaluate reading and math in grades third through ninth where data were available.

Analysis of these data indicate that although many of the students began the program substantially below national averages, those students engaged in grades Kindergarten through grade four tended to achieve or approach national averages before the post test. That is to say, very substantial growth was seen in both reading and math through grade four. Thereafter, the number of students for whom we have complete pre and post scores becomes somewhat less with the exception of the sixth grade. In the sixth grade, we continue to find a substantial increase in achievement.

However, in the seventh through ninth grades, the results indicate some lessening of achievement. These findings are in accordance with national findings which indicate that in the upper grades, students from foreign speaking families tend to fall behind national growth rates.

SUMMARY

The AVANTI program continues to be successful in serving the needs of its highly specialized population. Since this is a specialized population in which the average student is substantially higher in achievement than students in remedial programs, we suggest that some attention be given to the possibility of increasing achievement of students in the upper grades.

III. Observations

A. Physical Environment

One of the positive aspects of bilingual education is to provide the child with a confortable environment in which to learn. This environment concept includes the physical setting. This observer has noted in all of the five years of the project, a high standard of maintenance and cleanliness of the buildings housing the program. Often, a cheery and attractive classroom was the direct result of student and teacher participation, not only in the making of attractive decorations, but literally in some rooms by painting the walls themselves on off-school hours.

As in the previous years, the classroom decorations were timely and appropriate to the curriculum. Student work and projects abounded in and out of the classroom bulletin boards. The selection of representative student work spanned the spectrum of academic proficiency in language and subject matter to human interest and student humor.

Textbooks, workbooks and A.V. materials have been steadily increasing and have been integrated into the regular classroom instructional program. As specific needs have arisen, appropriate materials have been ordered and made available to teachers and students. This year, additional materials in English and Italian were made available for small group situations.

B. Program Procedures and Outcomes

The instructional program and classroom activities, as stated in the original proposal have been fully implemented and funding guidelines have been followed.

In all classrooms, instruction was provided on a daily basis in English and Italian Language Arts. A daily plan of instruction was followed in Reading, Math,

English and Native Language, Social Studies and Culture. Individual and linguistic needs of students were met by the implementation of a more flexible and individualized instructional program in the classroom. These practices have increased during the past two years and are a direct result of recommendations made in previous evaluation reports and teacher training workshops on individualized instruction and classroom management techniques, offered through the inservice training program which is part of the program.

Because of a more flexible time schedule at one elementary school in the program, the students were grouped for Italian Language Arts instruction according to ability. This approach was used with grades 3,4,5,6 and proved to be very effective and it focused on the strengths of the individual child to function best in a small group situation and at its own level of ability.

In last year's evaluation report, this evaluator noted the implementation of a student newsletter at various grades, as a noteworthy language arts activity. The practice has been continued during this school year and the quality is as good as last year's. Many of the newsletters have received commendations for their excellence from building and district administrators, as well as teachers' and parents' associations. In addition, many other bilingual programs in New York City and surrounding areas have adopted the idea and format for use in their bilingual program.

A large number of the participating students in the three schools have taken part in city-wide poetry contests and have received several first and second place prizes. More prizes and commendations were awarded to AVANTI students in school spelling bees, essay and art contests, music and dance performances. An art project was prepared by the students and presented at the New York SABE Conference in Albany.

Several students from grade 3 received commendations for the highest reading scores (7.9), while several others were finalists in a district-wide story-telling contest.

Active student participation was also noted in other outstanding school and district activities such as science fairs, art fairs, social studies fairs. New York University awarded a poetry contest prize to AVANTI students, while letters of praise were received from such noted personalities as Mayor Koch of New York City and opera star Luciano Pavarotti.

There have been many graduation awards. The list of awards and names of students is long and the activities they excelled in are too many to mention; however, attached are the lists for each school.

At the district and city-wide levels, AVANTI students participated in the celebration of Italian Culture Week with special cultural performances of songs music and dance at City Hall, the Board of Education Hall in Brooklyn, etc. Other outstanding cultural activities, which have been an integral part of the program and relevant to instruction taking place in the classroom, were such field trips as: Statue of Liberty, Washington, D.C., Aquarium, Museums, Planetarium, World Trade Center, Broadway show. These activities not only help to strengthen and expand the students' awareness and appreciation of their bicultural background, but offer some of the students a chance to see and appreciate these sights that would not otherwise be available to them.

During the past five years, the AVANTI program has been committed to provide its students a viable educational experience. Last year, with this goal in mind, the administration set up a planning committee at the J.H.S. level to

devise a career awareness program for students in the 9th grade. The purpose was to expose AVANTI and other students in the school to the many career possibilities available to them upon graduation.

For the AVANTI students, this career awareness program focused upon sensitizing the bilingual students to their bilingualism and the greater alternatives available to them in the job market. Dissemination of information about careers was planned and carried out, field trips relevant to the subject were planned. Many professionals were invited to speak to the students and the selection reflected a cross-section of careers. Although the lecture series and trips were limited to the 9th grade AVANTI students, dissemination of materials was made available to 7th and 8th grade students in the project, as well. Dissemination of such materials were also shared with the two other bilingual projects under the district funding: SUBE & HABILE.

The Evaluator, in previous reports, had concurred with the staff plan for career awareness and included it as a recommendation in previous year's report. The writer also wishes to note the efforts made under the recommendation section of this report notes the still existing needs and recommends that such a program be continued in the future.

The development of a positive self-concept in the AVANTI students is a goal of this program; however, a suitable instrument to measure such growth was not available. The evaluator, however, has been able to observe in the classroom, in student performance, the efforts made by the staff in establishing a comfortable environment, so that the students were able to learn faster and better. There were several other indicators that a more positive self-concept was being built in the students. For example, the observer noted student enthusiasm in attending school and participating in many school and district-wide activities. This is

also evidence that students are relating more positively towards school. Through the career awareness program, students were offered constructive attitudes toward life and a more positive outlook on the future. These efforts are directly related to the commitment of the teachers and the administrators involved in the program, who strive to maintain an optimum educational program and stress to the students the importance of attending school regularly. This approach has been successful and absenteeism has been minimal in the program.

AVANTI students are integrated into the regular school activities for Art, Music, Physical Education, Lunch, Recreation and special after school activities. Continuity of bilingual instruction is offered : Grade K-6 at the two participating elementary schools and grades 7-9 at the Junior High School level.

A comprehensive plan of services and staff assistance is provided under various funding sources: i.e., Title VII, Title I, Chapter 720 Montessori, Tax-Levy, Consent Decree, PSEN.

Noteworthy is the implementation of a Montessori-type program under Chapter 720. This program has been expanded to include first grade. Teachers and paraprofessionals in kindergarten and first grade participating in the program have received training from a Montessori expert (certified) on Montessori methods, philosophy and materials. Appropriate materials were ordered and were used as part of the daily instructionl program.

SEC Resource Teachers worked closely with AVANTI teachers and para-professionals from grades 1-2. The same cooperation has been extended to AVANTI kindergarten teachers and paraprofessionals from PSEN Resource Teachers who work closely with them.

C. Personnel

As in the past, the evaluator found a serious commitment on the part of the administrative and teaching staff to the welfare of the students and the philosophy of the program. Building supervisors offer training on an on-going basis through observations, teacher conferences, faculty conferences or as the need arises. Many administrators, both at building and district level, hold a genuine interest and concern for the welfare and academinc achievement of their students. This attitude is shared by the teaching staff and supportive classroom personnel.

D. Training

Staff training is provided according to program description, at many levels and from various sources.

At the building level, on-going supervision and staff training is offered to the AVANTI staff by the principal and/or a designated administrator.

At the district level, on-site training is offered through a district based service training program designed to help the bilingual staff implement goals and objectives of the program.

The responsibilities of the teacher trainer were to provide inservice training to teachers and paraprofessionals through workshops and demonstration lessons in each of the participating schools. However, since this position was vacant for a while and filled this February, the Coordinator of the project assumed these responsibilities and carried out the training until the position was filled.

Because of lack of common time during school hours in which teaching personnel could come together for training, the Coordinator met with staff in each school building separately. Special attention was given to individual teachers and paraprofessionals to focus more immediately on the special needs of the staff.

In addition, the Coordinator conducted monthly workshops in such areas as classroom management, establishment of learning centers, incorporating songs, dances and games in the language arts curriculum. Special emphasis was placed on up-dating the Italian Language Arts Curriculum which was developed during the previous school year.

This curriculum was disseminated to the Office of Bilingual Education, as well as to various other bilingual programs who requested it.

Efforts were made to assemble an Italian Social Studies Curriculum guide based on lessons and activities used by the classroom teachers. In addition, the Coordinator disseminated to classroom teachers monthly, a Cultural Activities Bulletin.

Additional training activities were offered to AVANTI staff by Montessori Resource Teachers, PSEN and SEC Resource Teachers. The services were already mentioned in length in this report under another category.

It is noteworthy, that three of the teachers from the AVANTI staff have, during the life-span of the program, assumed administrative positions either within the program or at New York City Board of Education or at a Regional Curriculum Development Center. Also, another five teachers have participated in a professional degree program at Long Island University. They have either completed the program and are in the process of receiving New York State Certification or are in the process of completing the program. All AVANTI teachers have at least one advanced degree. Many paraprofessionals have been enrolled in the Career Ladder Program through UFT. While many have taken a substantial number of courses, which have helped them become more effective in the classroom, one is pursuing a bachelor degree at Hunter College.

E. Parental Involvement

Bilingual teachers and staff of the AVANTI program have been conducting on-going activities with parents. As in the past, teachers maintain active interest in informing parents on the progress of the students and the various activities going on in the classroom. Principals and other building administrators in the three particiapting schools are very active and cultivate very close communication with the parents of AVANTI students. The project was also serviced by a bilingual Community Relations person who worked a split assignment between the two participating elementary schools. This staff member worked closely with project parents, conducted ESL classes in each of the schools and had established a weekly session consisting of discussion meetings with parents during which school events, special problems and needs of the children were voiced. Also, a parent newsletter was the responsibility of this staff person. The bilingual newsletter was disseminated regularly to parents and community at large.

During the past five years, this evaluator has observed an increasing participation of parents in various projects and school activities. Attendance at scheduled Parent Advisory Committee meetings is regular by bilingual parents. Also, such parents have representation on the committees. In the two elementary schools, AVANTI parents are members of the school Parent Association Executive Board.

The program continues to enjoy very active parent participation in school celebrations of ethnic and cultural holidays such as Columbus Day, Italian Culture Week and Carnevale celebrations. Their participation includes the preparation of costumes, scenery for the performances, as well as generous contributions of refreshments for the celebrations.

Many parents help teachers supervise during field trips.

Noteworthy have been the efforts of the project staff to integrate Spanish and Italian mothers in mutual activities to promote cooperation and stimulate a sharing and awareness of the educational, instructional and cultural needs of their children.

F. Dissemination

Dissemination of information on activities and achievements of AVANTI students to parents took several forms: teacher-parent meetings, informal visits to the school, parent workshops and a bilingual newsletter. Since AVANTI has been one of the pioneering Italian Bilingual Programs in the nation, many requests for information and educational materials came from other districts. In and out-of-state visitors have also come to the program. This year, visitors have come from Boston Public Schools and Connecticut Public Schools.

Requests for materials have come from J.H.S. 135, Bronx, Regional Bilingual Resource Center, Office of Bilingual Education of New York City.

Displays of student work were exhibited at the Hall of the Board of Education, N.Y. SABE Conference, IBEA Conference and in exhibitions celebrating the International Year of the Child.

The most outstanding news media coverage this year, was a half hour TV show covering the Carneval performance by AVANTI students from all three of the participating schools.

Local and city-wide dailies and radio stations covered this event, as well as many other outstanding activities.

In these and other efforts enumerated throughout this report, the AVANTI project has served and continued to serve as a model Italian Bilingual program in and out of District #32.

Conclusions and recommendations

The AVANTI Component of E.S.E.A. Title VII Multilingual Program has adhered to the commitments as stated in the proposal. Progam guidelines were followed.

The Evaluator is of the opinion, that although the program has successfully completed its five-year cycle, it should be continued with a new focus.

Two pressing needs which were addressed during the funding period should continue to be developed. The are:

-Parental training. Much parent training has been accomplished and response has been good. Through a survey conducted by the Project

Coordinator, it has been established that 78% of the parents of participating students in the AVANTI program have achieved an educational level of about 5th grade. This condition influences directly how much or how little help such parents can offer to their children at home with their school work. Because of their limited education parental attitudes directly influence their children's aspirations for the future, or for that matter to encourage their children to finish high school. Very few parents have expressed a wish that their children continue on to college.

80% of these AVANTI parents are bluecollar workers or small merchants in the immediate neighborhood. The aspirations for the future of the AVANTI students reflect the parental work orientation and aspirations. Although some inroads have been made to change this attitude through the career awareness program instituted at the 9th grade level at the participating junior high school, more must be done by professionals.

-Guidance counseling program - bilingual professionals from this field should be searched out and recruited to develop and design a variety of programs and approaches to help meet the above concerns. Some group counseling is needed to deal with the special problems of acculturation experienced by these students. Activities relating to parent-child relationship at all age and grade levels should also be designed keeping as goals: how parents can help their children develop those readiness skills necessary upon entering school, how parents can help children with their homework, and special attention should be paid parent-child relationship at the teenage level. Many conflicts in values

and attitudes arise at this age group in the general American culture; however, for the bilingual parent and child, the problem is aggravated by contrasting degrees of acceptance and acculturation to the dominant environment, outside the home.

-Materials development - is another area to be developed. Materials already available focussing on the above mentioned needs should be searched out and/or developed. The Evaluator is confident that the leadership which District #32 has manifested in the implementation of instructional bilingual programs for Italian dominant students will again come to surface and continue to be a pioneer in successful alternative programs which meet the needs of its students.

EXECUTIVE SUMMARY

AVANTI PROGRAM

1978-79

Prepared by: Maria Luisa Romeo
Evaluator

Observations:

a. Physical Environment

The cleanliness and good maintenance of the three buildings housing the AVANTI Program continued to be as good as in the previous years. Student participation in the attractive appearance of the classrooms was evident from the appropriate and pleasing decorations, cultural displays and academic work. Teacher and building administrator's reinforcement and commendations were evident in the numerous cultural bulletin boards which display student work and have been given access to many hallways and spaces near the Principal's offices in all three buildings.

Textbooks, workbooks and general instructional materials, as well as A.V. equipment and materials, were found in each classroom. Their quality was good to excellent and were of sufficient amounts in each room.

b. Program Procedures

The Program continued to be well implemented. A daily plan of instruction was followed in subject areas such as Math, English, Language Arts, Italian Language, Social Studies, Reading. Italian-American history and culture were well integrated in the instructional program.

Student achievement was evident from the numerous awards received for academic skills, poetry, essay and art contests as well as for outstanding cultural performances.

This year, the awards and commendations were very numerous to list. Included in the Appendix are the lists of students and awards.

Letters of commendation have been received from such notables as Mayor Koch and Luciano Pavarotti.

The leadership of AVANTI as a model program was still very high, as evidenced by the numerous visitors and requests for materials and program implementation guidelines from interested parties in state and out-of-state.

The media coverage of various school activities was broadened this year. Worthy of note was the half-hour TV show on the Carnevale performance by AVANTI students from all three participating schools.

Students' attitude toward teachers, paraprofessionals, school and administrators continued to be very favorable. The same held true for their parents. Student attendance in the program continued to be high and discipline problems were minimal.

c. Personnel

The administrative and teaching staff continued to be extremely committed to the academic and social welfare of their students, as well as to the philosophy of the program.

d. Training

Staff training continued to be provided on an on-going basis at many levels and from various sources. On-site training was offered by building supervisors at all participating schools. A district based in-service program was also offered. University-based training was also offered and many AVANTI staff members participated. The Coordinator had

assumed many training responsibilities which were designated under the teacher training position, but which had been vacant for a while and filled this past February.

The Evaluator deems it worthy to note that out of a teaching staff of twenty and ten paraprofessionals during the five years of the program, all of the teachers have at least one masters' degree. In addition, many paraprofessionals have been enrolled in a Career Ladder Program through UFT. Also noteworthy is that three former teachers associated with the program have assumed administrative positions either within the district or at the Board of Education or at a Regional Curriculum Development Center.

e. Parental Involvement

As in the past, teachers and administrators maintained an active interest in informing parents of the progress of their children and the various activities taking place in the classrooms. Parents were active in attending Parent Advisory Committee meetings and two AVANTI parents were members of the Parent Association Executive Board.

f. Dissemination

Since AVANTI has been one of the pioneering Italian Bilingual Programs in the nation, many requests for information and educational materials came from many other districts in and out-of state. Many visitors also have come to visit the program. This year, visitors have come from Boston Public Schools and Connecticut Public Schools.

A bilingual newsletter was disseminated regularly to parents and community at large.

Radio, T.V. Coverage and newspaper coverage, local and city-wide, have covered many outstanding activities this year.

Conclusions and Recommendations

The AVANTI Component of E.S.E.A. Title VII Multilingual Program has adhered to the commitments as stated in the proposal. Program guidelines were followed.

The Evaluator is of the opinion that although the program has successfully completed its five-year cycle, it should be continued with a new focus.

Two pressing needs, which were addressed during the funding period, should continue to be developed. They are:

. Parental training. Much parent training has been accomplished and response has been good. Through a survey conducted by the Project Coordinator, it has been established that 78% of the parents of participating students in the AVANTI Program have achieved an educational level of about 5th grade. This condition influences directly how much or how little help such parents can offer to their children at home with their school work. Because of their limited education, parental attitudes directly influence their children's aspirations for the future, or for that matter, to encourage their children to finish high school. Very few parents have expressed a wish that their children continue on to college.

80% of these AVANTI parents are bluecollar workers or small merchants in the immediate neighborhood. The aspirations for the future of the AVANTI students reflect the parental work orientation and aspirations. Although some inroads have been made to change this attitude through the career awareness program instituted at the 9th grade level at the participating junior

high school, more must be done by professionals.

.Guidance Counseling Program - bilingual professionals from this field should be searched out and recruited to develop and design a variety of programs and approaches to help meet the above concerns. Some group counseling is needed to deal with the special problems of acculturation experienced by these students. Activities relating to parent-child relationships at all age and grade levels should also be designed keeping as goals: how parents can help their children develop those readiness skills necessary upon entering school, how parents can help children with their homework, and special attention should be paid to parent-child relationships at the teenage level. Many conflicts in values and attitudes arise at this age group in the general American culture; however, for the bilingual parent and child, the problem is aggravated by contrasting degrees of acceptance and acculturation to the dominant environment, outside the home.

.Materials Development - is another area to be developed. Materials already available focusing on the above mentioned needs should be searched out and/or developed. The Evaluator is confident that the leadership which District #32 has manifested in the implementation of instructional bilingual programs for Italian dominant students will again come to surface and continue to be a pioneer in successful alternative programs which meet the needs of its students.

FINAL EVALUATION REPORT

E.S.E.A. TITLE VII MULTILINGUAL PROGRAM

HABILE: HAITIAN BILINGUAL EDUCATION

FUNCTION NUMBER: 5097-97601

DR. YVES DEJEAN
EVALUATOR

1. PROGRAM DESCRIPTION

The Haitian Component (HABILE) of the E.S.E.A. Title VII Multilingual Program is currently in its fourth year of implementation. The program is housed in P.S. 384 and I.S. 291. For the second consecutive year, the program started at the beginning of the school year.

A. OBJECTIVES

The HABILE program of the E.S.E.A. Title VII Multilingual Program for District 32 has as its instructional objective to help the students achieve normal academic progression through the grades, while developing fluency in the English Language.

It does so by providing courses in all substantive areas in English, Creole or French. It facilitates the learning process by developing linguistic skills in English and Creole (or French).

It aims at developing a more positive student self-image through recognition and acceptance of the Haitian culture.

It intends to promote improved human relations and an understanding and appreciation of American and Haitian cultures through a comparison of their similarities and differences.

It was once more anticipated that curriculum materials appropriate for this program would be developed and/or adapted from those available due to the present scarcity of truly relevant materials.

The program also aimed at involving parents of the participating

students in a variety of ways such as Workshops, Community Programs, and Conferences.

B. PARTICIPANTS AND THEIR SELECTION

The program was geared to service students who were French or Creole dominant. Students who were French and/or Creole dominant and participated in the program last year continued to be served by HABILE. In addition, a few monolingual English speaking students were carefully selected to participate in the program as the result of recommendations of school administrators, guidance counselors, teachers and parents. Furthermore, a certain number of English dominant French/Creole background children also participated in the program. This was the case at the elementary level. At the secondary level, all students were recent arrivals into the United States and were of limited English speaking ability.

The elementary program, consisting of 45 students, was housed at P.S. 384, while the Junior High School group was in operation at I.S. 291. The latter encompasses grades 7 and 8 in one self-contained class, while the elementary grades met in three separate groups, grades 1-2, grades 3-4, grades 5-6. Each of the elementary groups met in self-contained groups for part of the day and were served by 1 teacher and 1 para.

C. PROGRAM ACTIVITIES

At the elementary level, grades 1-6, the participating students were instructed in the French Language in the following areas: Math and Social Studies. Instruction was given in the content areas of English and Science through the medium of the English Language. Students received daily instruction in French Language Arts and English

Language Arts.

In accordance with the curriculum established by the Board of Education of the City of New York, HABILE students followed the same prescribed course of study. During the remaining periods of the day, HABILE students were mainstreamed with the rest of the student body for activities such as Gym, Assembly, Lunch, etc.

At the intermediate level, grades 7 and 8, HABILE students received daily instruction in Math, Science, Social Studies, English and French Language Arts. Math and Social Studies are taught in French and/or Creole by a French and Creole dominant teacher and Science and English were taught by English dominant teachers with experience and/or knowledge of the content area in which they were teaching and of the French Language.

Also, teachers and paraprofessionals freely used the Creole Language orally to further explain the subject matter content of each lesson.

Each participating student in the program was tested on a pre- and post-test basis. The pre-test served also as a basis to guide the teacher in placing the students in different instructional groups.

D. PERSONNEL

At the elementary level, as mentioned previously, the students were served by one teacher and one para who were Creole and French dominant. During the rest of the day time, the students were programmed to be instructed by English dominant teachers.

The Intermediate School group of ten students remained together as a group for all major subjects and were served by a bilingual teacher and a paraprofessional both dominant in Creole and French. In addition, two English dominant teachers were assigned to provide instruction in Science and in English to those students. During this time, the bilingual para remained with the class.

The entire staff of the HABILE Program, including teachers and paras, was Creole and French language and Haitian culture dominant.

The Coordinator of the project had overall responsibility for the implementation of the program. In addition, he also maintained close communication between building administrators, District Office and staff members. He was responsible for opening up the channels of communication with the community. It was partly as a result of the dynamic Coordinator's dedication and expertise that the program was successfully progressing and that the philosophy of Bilingual Education was well accepted

II. EVALUATION DESIGN AND METHODOLOGY

A. EVALUATION ACTIVITIES

1. Observations of classroom

The HABILE classrooms were visited in January and March 1979. The purpose of these visits was to determine whether the program objectives were being met and whether the program guidelines were followed. Observation and interview forms used are in the Appendix of this report. These observations have been used on an on-going

basis to provide information and recommendations to the Coordinator and Chief Evaluator, which hopefully will pave the way for further improvement of methodology and techniques used in the project.

2. Interviews

The program staff, building principals and supervisors, the Program Coordinator, and some students were interviewed to determine what they perceive to be the strengths and areas in need of improvement in the program.

B. TESTING DESIGN AND ANALYSIS OF STATISTICAL DATA

The Haitian Bilingual Education Program (HABILE) encountered difficulties in finding an appropriate language test to measure students' proficiency in Creole. The primary test used to evaluate this program was the Stanford Diagnostic Reading Test. This test, of course, only measures students' growth in English.

Because of the relatively small size of this program, the number of students at any grade level is relatively small and the statistical results are, accordingly, tentative. We did note that the students in the earlier grades seemed to be very close to national averages both pre and post. In the later grades, however, the average student appeared to have less ability and was similar in his or her scores to students in other remedial programs. Subject to the recognized fact that the number of cases is small, we find that growth was substantial only in the lower grades and that performance fell off substantially in the later grades. If this program is continued, we would suggest that the teaching methodologies being used be carefully reviewed.

SUMMARY

The performance of the Haitian program indicates that some improvement of teaching methodology is needed.

III. FINDINGS OF PREVIOUS EVALUATIONS

The previous reports mentioned some problems which had prevented HABILE from completely reaching its objectives.

1. Previous Problem

A relatively small number of participating students at any one level.

Findings

It is still the case that the number of students participating does not warrant the formation of self-contained classrooms at any one grade level. The present organizational design seems to be the most appropriate one and the one which best serves the students participating in HABILE. Further study of the problem seems desirable. It seems that most Haitian students finishing the sixth grade at a Public School do not register in HABILE and go elsewhere. This situation worries the principal of one of the schools.

2. Previous Problem

Some concern was expressed concerning the personnel competence in the use of the English language at the Intermediate School level.

Findings

In this domain, serious improvement is still needed.

3. Previous Problem

Last year the HABILE class had to move three times since the beginning of the school year at one of the schools, while at the other school, the classroom had to bear the inconvenience of an unlocked door during the whole year.

Findings

This situation has been remedied.

IV. FINDINGS

A. PHYSICAL SETTING

The physical appearance of the classroom at both schools has been improved over that of last year. The classrooms are well organized and their appearance conducive to learning, although the display of bicultural materials could be improved. Bulletin boards were appropriate for the time of month and in line with the curriculum area being taught.

At the elementary school level, the evaluator was pleased to notice the excellent setting and position of the classroom both for maneuverability of students and facility of instruction. Some interesting projects were displayed not only at the school but also at the Board of Education. The same teacher was responsible for contributing an interesting display of student works at the Second Annual City-wide Conference for Haitian Parents of May 20. This was such a success that his assistance was asked by other districts to give workshops on the subject of material development for display.

Although students in the classroom are allowed to move to different centers at specific times at the elementary level, they do so in an orderly and proper manner. Each student has the opportunity to work with the teacher, paraprofessional, and their fellow students. Also, as part of the instructional design is the assignment of participants to appropriate learning centers.

B. MATERIALS AND EQUIPMENT

There was a wealth of materials especially at the elementary level. Books and materials were available in both English and French in all subject areas. Each of the classrooms has received additional materials purchased with the intent of improving the educational services provided to the participating students. Since commercially prepared materials for students of Haitian background are scarce, the staff has supplemented by creating their own and modifying texts that are commercially available. In addition, materials have been developed at the District level for HABILE youngsters. It consisted of study sheets and vocabulary lists, and lesson plans distributed to the teachers. A compilation of social study units in Haitian history was initiated at the District level, but was discontinued for lack of time. It is hoped that this interesting project will be developed in the future. There is still much need for materials designed to motivate Haitian students' involvement in Creole and French languages and in Haitian culture.

C. PERSONNEL AND INTERPERSONNEL RELATIONSHIPS

The program is composed of bilingual personnel at both schools. The guidleines of the program are understood by the staff and consequently adherence to those guidlines is observed.

The great concern for the improvement of bilingual education at the District Office is shared by building principals and supervisors. They are supportive of the program and give full assistance and cooperation. They expressed an enthusiastic desire for its continuation and development. At the elementary school, the building principal had

high praise for the bilingual teacher. At the intermediate school level, the administration had high praise for the contribution which the program is making towards the school, but some reservations about the personnel.

Better grouping and more active participation of the students in the classroom at the intermediate level could prevent too much emphasis on lecturing, which seems to favor boredom and ensuing lack of discipline.

At the intermediate level, the evaluator noticed inaccuracies and lack of information on the program card. The teacher does not seem to keep a lesson plan book.

D. PROGRAM PROCEDURES

The emphasis in HABILE is on the acquisition of content matter and English language. Students participating in the program receive instruction in both English and French. Where Creole needs to be used this is done without reservation.

At the intermediate level, there is a need for planning of language use in the classroom. It does not seem advisable in the same period, for one topic, (e.g.math or social studies), to constantly mix up three languages, namely Haitian Creole, French and English, quite often in one sentence.

All the students are exposed to English dominant teachers as well as French and Creole dominant teachers and paras.

The paraprofessionals provide assistance in the instructional

process. On most observations, groups of students were seen working with the teacher, working with the educational assistant and working independently.

Students are encouraged to excel in their academic studies as well as to be creative and imaginative. They have done diverse works of art (painting, drawing, sketches) and other interesting matters (construction of objects with copper foil, belts with macrame).

The Newsletter of the HABILE component was an interesting realization and was published twice during the school year.

In one of the schools, the HABILE program's atmosphere is too rigid for teenagers and the information and instructions received should be more elaborate and more informative.

The HABILE program has been represented by its Coordinator, the teachers, paras and/or students at the different bilingual manifestations sponsored by the Board of Education and involving participation of the Haitian community during this school year.

E. TRAINING AND SUPPORT

The Coordinator provides on-site supervision of the project and gives workshops regularly at each school site. He conducts workshops on a regular basis at the District Office providing the instructional methodology in the skill areas of major subject areas in two languages.

As mentioned previously, the District started the preparation of social studies units in view of the scarcity of the materials available. It is hoped that this project can be completed in the year to come and such plans are being projected. Needless to say that they deserve maximum priority.

F. PARENT INVOLVEMENT

Parents of participating students are only implicitly involved in the HABILE Program. At the district-wide Parent Advisory Council, the attendance of HABILE parents continued to be rather poor. The reason generally given for this is that most of these parents worked during the day and were thus unable to present themselves. The HABILE staff continued to make attempts to contact parents and have them involved in the PAC Conference and Public Meetings but with little success. However, a meeting with 15 parents and the principal and HABILE personnel took place at the Intermediate School and a wide campaign is projected for the summer. It will be conducted by HABILE personnel to increase the number of students into the program, since this very severe problem must be alleviated at the earliest possible time. The projected campaign will include home visits, Church visits, parents reunions, newspaper notices and distribution of flyers.

G. ADHERENCE TO PROGRAM GUIDELINES

The HABILE Component of District #32 E.S.E.A. Title VII Multilingual Program adheres to the commitments stated in its proposal. All rules and regulations are followed, hence, adherence to program guidelines is in effect.

V. CONCLUSIONS AND RECOMMENDATIONS

The evaluator feels that HABILE should definitely be recycled. This statement is based on classroom observations, interviews and meetings with principals, school personnel, and staff program.

A most positive result of the program is the sense of identity

developed in the participating children. They seem to feel very secure and they adjust well to their new environment. The newcomers have been spared the trauma caused by the cultural shock felt by many less fortunate students during their first months in an American school. They do not have the feeling of losing whatever they learned previously, which is a positive academic result. They seem to adjust to the new environment with no hostility or aggressiveness towards other ethnic groups. The evaluator was particularly impressed by the excellent and friendly relationship existing between the Haitian students and other children from different backgrounds expecially at the elementary level.

The evaluator noticed that the students in HABILE were eager to acquire the English language, and they were in no way impaired in their efforts in that direction by the opportunity to freely use their native language in school. Since many of the students were observed in both schools by the same evaluator last year and the year before, it was not difficult for him to notice their progress toward more fluency in English. And this observation was confirmed by what the building administrators noticed themselves and mentioned during the interviews.

The evaluator is aware of the fact that a new proposal was carefully prepared by the Coordinator which includes services to be provided to students of limited English proficiency and to a minimum number of English dominant students. In addition a strong curriculum component has been incorporated in the approach. Once again the evaluator feels that the area of curriculum development

should be given great consideration, since the need is present and has been well documented. Therefore, with this thought in mind, it is hoped that money will be allocated to District #32 in order to satisfy the evaluator's recommendation number one, which is for the continuation of HABILE.

Recommendations for implementation of the program during its next phase are as follows:

- A more flexible atmosphere and a more active participation should be provided for the teenagers of the program.

- Although free use of the native language of teenagers should be encouraged and valued, care should be taken by personnel to avoid excessive mixture of different languages in short explanations and/or in the same sentence.

- Since the ability to spontaneously acquire a new language is generally thought by linguists to diminish from puberty on, serious attention should be given to the staff competence in English at the intermediate level.

- Students should be organized in more homogeneous instructional groups.

- A more oral approach should be encouraged in the teaching of French at both elementary and intermediate levels.

- Curriculum development should be given utmost priority.

HABILE PROGRAM

EXECUTIVE SUMMARY

Prepared by: Dr. Yves Dejean
Evaluator

A. Description of the subjects

This report deals with the implementation of the HABILE component of the E.S.E.A. Title VII Multilingual Program currently in its fourth year at P.S. 384 and I.S. 291.

The program services the needs of students who are French or Creole dominant and of Haitian culture background at the elementary and intermediate levels.

It consists of some 55 students from 1 to 8 grades. The HABILE staff comprises a Coordinator, two teachers and two para-professionals, all familiar with the languages and culture of the Haitian community.

Instruction is given in the French language in the areas of Math and Social Studies and in the English language in the content areas of English and Science. Daily instruction is provided in Fench Language Arts and English Language Arts. Free use of the Creole language is made orally to further explain the content of each lesson.

The students are mainstreamed for activities such as Gym, Assembly, Lunch, etc.

The HABILE students are exposed to English dominant teachers in some areas of the curriculum.

B. Objectives of the project and of the evaluation

The HABILE program aims at maintaining normal academic progression

through the grades while developing fluency in the English language. It intends to facilitate the learning process by developing the students' skills in their native language and in English.

It aims at developing a more positive self-image in the participating students.

The program pursues the goal of facilitating the transition from Haitian culture to American culture through a comparison of and a respect for their similarities and differences.

The purpose of the evaluation was to determine whether the program objectives were being met and the guidelines followed and to provide information and recommendations for further improvement of the project.

C. Evaluation procedures

The plan of evaluation involved classroom observations and interviews of key personnel.

Visits were made to the classrooms in January and March 1979.

D. Findings, Conclusions and Recommendations

Some problems of the previous years are not completely solved:

1. relative small number of participating students at any one level.

2. Some concern expressed on the personnel competence in the use of the English language at the intermediate level.

The physical setting is appropriate at both schools.

Materials are available in English and French in all subject areas although much need is still felt for culturally appropriate materials.

Adherence to the guidelines of the program had been found in the staff and general support for the project in the schools from principals and other personnel.

At the intermediate level, the evaluator noticed a need for planning the use of the three different languages in classroom instruction; a need for better groupings and more active participation of the students; too great an emphasis on lecturing and ensuing lack of discipline; a serious need for improvement of fluency in English in the personnel.

The evaluator found that the students, particularly at the elementary level, feel secure. He also noticed improvement in the fluency in English of the students.

In general, the students in the HABILE program are developing a positive attitude toward the school. They are eager to acquire the English language. They develop friendly relationships with students of other ethnic backgrounds. They participate in works of art.

The evaluator found that the Coordinator provides training and support to the staff and assures a smooth communication between the personnel, the school administrators and the District.

Therefore, the evaluator recommends that the HABILE program be definitely recycled.

He recommends that teenagers participate more actively in the classroom; that mixture of different languages be avoided by personnel in short explanations; that serious attention be given to the staff competence in English at the intermediate level; that students be organized in more homogeneous groups; that a more oral approach be used in the teaching of French; that utmost priority be given to curriculum development.

AWARDS

1. Commendation cards for good behavior, attendance and assembly address.
2. Fire Prevention School Contest:

   Joanne Scirico - Trophy Winner

   M. Ferino and C. Federico - Received Certificates of Merit
3. Vinny Fuduli - received a book and a certificate at the Hall of the Board during the Italian Culture Week.
4. Elio Guardi - Essay contest winner sponsored by IBEA.
5. Juan Miranda - Certificate of Merit for the poster "I Grandi Italiani" for the Italian Culture Week from Dr. Gimondo.
6. Elio Guardi - Columbia Association of the Board of Education Gold Metal for proficiency in Italian.
7. Vinny Fuduli - Columbia Association of the Board of Education Cash Award, plus a book to be kept in the school's library and a certificate of recognition to the teacher.
8. Vido Amato - Bronze Medal - Italian Poetry Contest

   Sally Armenio - received the Certificate Award for the Italian Poetry Contest
9. Letter with "gold seal" from Mayor Ed Koch for winning the contest on "Team Up To Clean Up" school will receive a banner next year and the children will receive a "button".

   Many of the above students received a bond of $25.00 from the Parent's Association of P.S. 123K.
10. S. Ognibene, J. Scirico, E. Guardi - Certificates of Merit/Art Competition.

BOARD OF EDUCATION-CITY OF NEW YORK
OFFICE OF COMMUNITY SUPERINTENDENT DISTRICT 32
787 BUSHWICK AVENUE
BROOKLYN, NEW YORK 11221

DR. SAM MATARAZZO,
DEPUTY TO SUPERINTENDENT
SPECIAL STATE & FEDERAL PROGRAMS

TELEPHONE (212) 574-0217
574-0218

District #32 Evaluation Interview Outline

Name _____ Date _____ School _____

Program ESEA Title I, ESEA Title VII, ESSA I Component _____

This section is for all persons interviewed except students and parents.

I. What is your relation to the program? _____

II. How much contact do you have with the program? _____

III. How satisfied are you with the program? (check one)

Very ☐ Moderately ☐ Not at all ☐

IV. If you see some good things about the program, what are they?

1 _____

2 _____

3 _____

V. If you see things that could be better, what are they?

1 _____

2 _____

3 _____

VI. If you had to decide about continuing the program in its present form for the next school year what would you recommend?

Continue it ☐ Discontinue it ☐

VII. If you could change the program in any way what would you recommend?

1 _____

2 _____

ADDITIONAL SECTION FOR TEACHERS AND/OR PARAPROFESSIONALS

VIII. How would you rate the quality of training and in-service or support assistance you are getting?

Very useful ☐ Moderately useful ☐ Not particularly useful ☐

Name of Interviewer _____ Time for Interview Start _____ Finish _____

IX. What changes, if any, would you like to see in the training and in-service assistance you are receiving?

1 _____

2 _____

X. How would you rate the availability of appropriate instructional materials?
Everything needed ☐ Most things needed ☐ Many materials not available ☐

XI. What factors contribute most to your successful functioning in the program?

1 _____

2 _____

XII. What are the greatest obstacles to your successful functioning in the program?

1 _____

2 _____

FOR BI-LINGUAL PERSONNEL ONLY

XIII. (Use this instead of VIII above) How would you rate the quality of the in-service and training and support you are getting?

after school	very useful ☐	moderately useful ☐	not at all useful ☐
on site	very useful ☐	moderately useful ☐	not at all useful ☐
university	very useful ☐	moderately useful ☐	not at all useful ☐

XIV. What kind of instructional materials do you need?

XV. Are you a graduate of a university bilingual educational program? Yes ☐ No ☐
Are you presently in a university bilingual educational program? Yes ☐ No ☐
About how many hours of in-service bilingual educational training have you received? _____

FOR STUDENTS AND PARENTS ONLY:

XVI. What do you like most about this program?

1 _____

2 _____

XVII. What do you like least about this program?

1 _____

2 _____

XVIII. If you had your choice would you like to continue in this program?

Why?

COMMENTS:

A SUMMARY OF PERSONAL DATA

ARTHUR A. CARIN

Home Address: 12 Richmond Avenue, Jericho, N. Y. 11753
Phone No. 516-681-6598

Present Position: Professor of Teacher Education
Queens College of the City University of New York
Flushing, N. Y. 11367
Phone No. 212-445-7500, ext. 387

Personal Information: Born November 27, 1928 in Brooklyn, N. Y. Married, three children, wife teacher. World War II veteran with Medical Corps, in Japan for 2 years. Height 6 ft., weight 165 lbs. Health- excellent

Education:

Degree	Institution	Date
Academic	Brooklyn Technical H. S.	1946
B. S.	Oswego State Teachers College	1950
M. A.	Queens College	1954
---30 credits	New York University	1954-55
Ed.D.	University of Utah	1958

Professional Experience:

Elementary School Teacher	Great Neck, N.Y.	1950-55
Instructor	Univ. of Utah	1955-58
Assistant Professor	Queens College	1958-62
Chairman, Elementary Ed.	Queens College	1962-64
Assist. to Chairman, Education Dept.	Queens College	1964-66
Assist. Dean of Teacher Education	Queens College	1966
Visiting Professor -	State University of New York, New Paltz	Summer 1960
Visiting Professor -	Adelphi University	Summer 1961
Assistant Professor-	Geography Dept. Queens Coll.	Summer 1962
Visiting Professor -	Hofstra University	Summer 1964
Adjunct Professor -	Adelphi University Graduate Program	1962-67
Adjunct Professor -	Hofstra University	1962-66
Visiting Professor -	Long Island University Merriweather Campus	Summer 1966
Visiting Professor -	University of Utah	Summer 1966
Adjunct Professor -	Long Island University Merriweather Campus	1966-69
Visiting Professor -	University of Utah	Summers 1970, 1971

Other Relevant Experience:

Medical Administrator	U.S.Medical Corp-Tokyo, Japan	1946-48
Recreational Director	(Saturdays) Public Schools, Great Neck, N.Y.	1951-5
Recreational Director	Camp Robinson Crusoe, Sturbridge,	Summer 1952
Educational Director	World Book Encyclopedia	Summer 1954
Instructor	New Americans Program - Great Neck Public Schools	1953-55
Member and President	Jericho, N.Y. Public Schools Board of Education	1961-67
Project Director of	Public Schools, District 32.	1976 to present

Other relevent experience: (con't)

Director, Curriculum In-Serv. Workshops	Public Schools, Port Chester, N.Y.	1958-61
Director, Science In-Serv. Workshops	Public Schools, New Hyde Park, N.Y.	1961-62
Director, Science In-Serv. Workshops	Public Schools, East Williston, NY	1962-63
Director, Science In-Serv. Workshops	Nassau-Suffolk Early Childhood Association	1958-62
Director, New York State Physical Science Institute	Queens College	Summer 1963
Director, Science in-serv.Workshops	Public Schools, Floral Park N.Y.	1964-65
Director, Science In Serv.Workshops	Public Schools, No.Merrick, N.Y.	1966-67
Director, Science In Serv.Workshop	Public Schools, North Shore & Glen Cove	1967-68
Director, Science In Serv. Workshops	Public Schools, Jericho, N.Y.	1968-72

Publications:

a) Books

Understanding the Disabled (Experiences in Citizenship for Elementary School Children) Co-Author, published in 1956 by CitizenshopEducation Project of Teachers College, Columbia University. 20 pages.

Science Curriculum - Kindergarten to Twelfth Grade, published by the Port Chester Public Schools for use in their schools, 1959, 100 pages.

Language Curriculum - Kindergarten to Twelfth Grade, published by the Port Chester Public Schools for use in their schools, 1960, 100 pages.

Mathematics Curriculum - Kindergarten to Twelfth Grade, published by the Port Chester Public Schools for use in their schools, 1961, 85 pages.

Teaching Science Through Discovery, Charles E. Merrill Books, Columbus, Ohio, 448 pages, 1964.

Science Curriculum - Kindergarten Through Sixth Grade. Union Free School District #3, Floral Park, N. YY. 1965, 244 pages.

Teachers Guide to accompany Teaching Science Through Discovery, Charles E. Merrill Publishing Co. Columbus, Ohio, 1966. 84 Pages.

Discovery Teaching In Science (abridgement paperback), Charles E.Merrill Publishing Co. Columbus, Ohio, 1967. 180 pages.

La Ensenanza De Las Ciencias Por El Descubrimento (Spanish translation of Teaching Science Through Discovery) Union Tipografica Editorial Hispano - Americana, Mexico City, Mexico, 1967. 578 pages.

Japanese translation of Teaching Science Through Discovery, Charles E.Tuttle Co Tokyo, Japan, 1968. 594 pages.

Dimension 120 produced by New Dimensions in Education, Inc., Long Island House, Jericho, N. Y. 1968. Multi-media science reading materials and wrote 100 science experiments in teachers manual. 286 pages. Also served as science editor for project.

Other relevant experience: (con't)

Dimension 99 produced by New Dimensions in Education, Inc. Long Island House, Jericho, New York, 1968. Multi-media science reading materials and wrote 100 science experiments in Professional Teacher's Manual. 110 pages.

Name of the Game produced by New Dimensions in Education, Inc. Long Island House, Jericho, New York, 1968. Multi-media science reading materials and wrote 100 science experiments in Professional Teacher's Manual. 122 pages.

Project Alpha produced by New Dimensions in Education, Inc. Long Island House, Jericho, New York, 1969. Multi-media science reading materials in Professional Teacher's Manual. 108 pages.

b) Journal Articles

Articles for Jericho Schools Newsletter, published by the Jericho Public Schools for each resident of the town:
Procedures for Selection of Jericho's new Superintendent of Schools 1962 - 2 pages.
Function of a Board of Education - 1962 - 2 pages.
An Educator on a Board of Education - 1962 - 2 pages.
Description of Population Survey and its Use in Planning High School Expansion - 1963 - 3 pages.
Brochure for Swimming Pool and High School Expansion Vote - 1963-8 pages
Questions and Answers Concerning Swimming Pool and High School Expansion Vote - 1963 - 1 page.

Articles for Curriculum Bulletins published by the Port Chester Public Schools for use by their teachers during 1958-60:
Homework - 3 pages - 1958
Description of the science curriculum grades K-6 - 1959- 12 pg.
Description of Math. curriculum grades K-6 -1959 - 11 pg.
Description of Language curriculum grades K-6 - 1960 - 18 pg.
Recommended supplies and materials for science program grades K-6 21 pages - 1960
Recommendations for storage and other facilities for teaching science. 13 pages - 1960.

"Let the Presses Roll", Elementary School Science Bulletin, published by the National Science Teachers Assoc. #33, December 1958, pp.2-3

"Periscopes", Elementary School Science Bulletin, published by the National Science Teachers Assoc. #38, Feb. 1959, pp. 1-2

"Reading and Solving Science Problems", Trends in Teaching, Charles E. Merrill Publishing Co., Columbus, Ohio, December 1967, pp.24-25.

Science Curriculum Survey - Grades 7-9 collaborated with Queens College Colleague, Nathan S. Washton. Questionnaire sent to 430 city and state science supervisors for Wadsworth Publishing Co. Belmont, California, 1968.

Academic and professional honors:

Listed in Leaders in American Science, Volume IV (an Illustrated Biographical Directory of Eminent Leaders in Research, Industrial, Governmental and Educational Scientific Fields in the United States and Canada) under Science Education, p. 129.

Academic and professional honors: (continued)

Elected to the National Association for Research in Science Teaching.
Selected for Phi Delta Kappa, a national educational research, service and leadership fraternity for men.
Elected to the Executive Board of the Metropolitan New York City Teacher Education and Professional Standards Commission of the National Education Association 1965-67.
Book, Teaching Science Through Discovery 1964, published by Charles E.Merrill Company, selected for the Educators Book-of-the-month Club for 1965, by Prentice-Hall Publishers.

Book, Discovery Teaching in Science, 1966, published by Charles E. Merrill Book Company, selected as the Outstanding Science Education Book for 1967-68 in the following publications:

Grade Teacher, January 1968, page 97
Teacher's Edition, Weekly Reader, February 14, 1968, p. 4
National Education Journal

Book, Teaching Science Through Discovery (Second Edition), Charles E. Merrill Publishing Co., Columbus, Ohio, 626 pages, 1970.

Book, Teaching Modern Science, Charles E. Merrill Publishing Co., Columbus, Ohio, 273 pages, 1970.

Book, Developing Questioning Techniques - A Self-Concept Approach, Charles Merril Publishing Co., 169 Pages, 1971.

RESUME

NAME: Yves François Dejean
CURRENT ADDRESS: 437 Lincoln Place, Apt. A2, Brooklyn, N.Y. 11238
TELEPHONE NUMBER: (212) 638-9254
BORN: May 16, 1927, Port-au-Prince, Haiti
SOCIAL SECURITY NUMBER: 305-64-0954
U.S. IMMIGRANT VISA: A-30 429 969

Higher Education:

Oblate College, Natick, Mass., 1947-1952
Ottawa University, Ottawa, Ontario, Canada, 1962-1963
Johns Hopkins University, Baltimore, Md., 1963-1964 (M.A.) (Hebrew)
Université d'Haïti, Institut d'Ethnologie, 1965-1966, 1967 (Linguistics)
Indiana University, 1970-1973 Ph.D. (French Linguistics) 1977
New York City Community College, 1974 (Education)

A native speaker of French and Haitian Creole, he worked on a translation of the Bible from Hebrew and Greek into Haitian Creole (1960-1969).
Under a grant from the American Philosophical Society, he conducted a survey of Haitian Creole from August 1964 to December 1966.
He taught Haitian Creole to 20 Missionaries (1964-1965) and delivered numerous lectures on the problem of literacy in Haiti (1964-1966)
and taught a course for teachers dealing with this problem (1968-1969).

Left Haiti 8-15-1969 and spent 8 months in Paris.
He taught six semesters of French conversation and two Summers of French Reading for graduate students at Indiana University (1970-1973), and one semester of Haitian Creole at Indiana University (1970-1971).

Educational Assistant and Educational Associate at PS 282 from November 13, 1973 to June 1975 (Bilingual program for Haitian Students).

Adjunct Assistant Professor at Long Island University (The Brooklyn Center, Bilingual Education) from the Summer 1974 to the Summer 1975 (Linguistics, Haitian Culture, Haitian Literature).
Assistant Professor (L.I.U. Bilingual Education) (Linguistics 508, 510, 512, Education 120, 613, 614, 617, 645, 691, Students supervision in Schools).

Member of the panel "The Teacher Training Program" (French-English) and of the workshop in "Methods and Materials for the Bilingual Classroom" at the conference on training bilingual teachers for the community, L.I.U., May 22, 1976.
Guest speaker on the "Linguistic Aspects of Bilingual Education" at District's 32 mini-conference on "Implications and Ramifications of Bilingual Education", May 24, 1976.
Consultant (Evaluation) at District 32, Brooklyn, February 1977-June 1977.
He taught "Creole Linguistics" (E15-2028-01) at New York University, 1977.
Consultant for Title VII (Tilden High School), 1977.

Publications: (See attached page).

PUBLICATIONS

1962: Evangil Dimanche ac Fêtt, Parts of the Gospels with a glossary.
1962: Réflexions sur l'orthographe du créole. Bulletin ONEC, 1, Nov.
1966: 4 ti liv évanjil yo, The 4 gospels translated into Creole.
1968: Je suis Jésus que tu alphabétises. Revue Eglise d'Haïti, mars.
1968: Report. Year Book, American Philosophical Society, Philadelphia.
1971: Review of D'Ans Le Créole français d'Haïti, French Review, 3, Feb.
1972: A propos du créole: langue et orthographe, revue SEL, N.Y. 4, Oct.
1974: Review of Targète Advanced Grammar of Haitian Creole, French Rev. April.
1974: Ti liv òtograf kréyòl, Montréal,
1975: Dilemme en Haïti: français en péril ou péril français?, New York.
1975: Un livre de Pompilus: une troisième évidence, Revue SEL, 20, Janvié.
1975: Le péché commun, Revue SEL, 22, avril-mé.
1975: Les inconvénients de l'ignorance en linguistique, Rev. SEL, 23/24.
1975: Fransé sé danjé, Revue SEL, 23/24, été.
1975: Èské nou pap izolé ak vié kréyòl nou an?, Revue SEL, 25, oktòb.
1976: Ki gro po ki alé byin ak you maléré ki pa gin rad?, Rev. Lakansièl, 4.
1976: Orthographe Créole et passage au français, Brooklyn, 16 mai.
1976: Liv lékti pou ti Ayisyin, Reading Book for Haitian Children, Brooklyn.
1977: Orthographe créole et Français de passage, Haïti-Observateur (Hebdomadaire).
1977: Èské Bouki ak Malis konn gramè?, Fondation Toussaint-Louverture, N.Y.
1977: Le bilinguisme et les enfants haïtiens, Rev. Perspectives on Bilingual-Bicultural Education, No 1, L.I.U.
1977: Comment écrire le créole d'Haïti, unpublished Doctoral Dissertation I.U.

JEFFERSON M. LATHAM
Educational Researcher
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Professional Experience

1973- Independent Research Consultant. Statistical and computer analyst for institutional and educational research studies. (see current listing)

1973-1975 Center for Policy Research, Inc. Research Associate in statistics and computer analysis for continuing study of TV industry.

1973-1974 Hofstra University, New College. Research Associate performing institutional research, testing, and evaluation. Research consultant to faculty.

1970-1973 Nassau Community College. Instructor in Secretarial Science for management, communications, and skills.

1957-1970 Insurance Industry. Independent consultant, investigator, and negotiator specializing in business management, manufacturing processes, and construction.

1955-1956 U.S. Army. Lieutenant, Ordnance. Service in Germany.

Academic

Hofstra University, Hempstead, NY	Ph.D., Institutional/Educational Research & Psychometrics, 1975.
Hofstra University, Hempstead, NY	M.B.A., Management, 1963.
Hofstra University, Hempstead, NY	B.B.A., Management, 1954.
Cornell University, Ithaca, NY	English (creative writing).

Professional Associations

American Educational Research Association
SIG on Multiple Linear Regression
NYS Administrators in Compensatory Education (ACE)
American Arbitration Association
Phi Delta Kappa

Recent Publications and Reports

Kinsel, J. and Latham, J. A Comparison of Two Course Evaluation Forms: The Hofstra University Course and Teacher Evaluation Questionaire and the New College Course Evaluation Questionaire. Report to New College, June 1974. Hempstead, NY: New College Educational Research Office, Hofstra U., 1974.

Kinsel, J. and Latham, J. An Evaluation of the "Living-Learning" Unit: New College, 1973-73. Report to New College, July 1974. Hempstead, NY: New College Educational Research Office, Hofstra U., 1974.

Latham, J. Evaluation of Questionaire on "The Political Economy, the Family, and the Role of Women." Report to New College, April 1974. Hempstead, NY: New College Educational Research Office, Hofstra U., 1974.

Latham, J. Course Evaluation: A New Approach. Report to New College, October 1974. Hempstead, NY: New College Educational Research Office, Hofstra U., 1974.

Latham, J. Special Studies Program (SSP) Interview Instrument. Report to New College, October 1974. Hempstead, NY: New College Educational Research Office, Hofstra U., 1974.

Latham, J. "An Evaluation of Course Evaluation." A paper presented at a meeting of the Educational Psychology Conference, Hofstra U., Hempstead, NY, June 8, 1974.

Latham, J. "Comparison of Reading Program in Great Neck and Plainview Schools: Interim Report at Second Year of Study." Unpublished report to Great Neck Public Schools under a grant from BOCES, August, 1974.

Latham, J. BMD.02R Step-wise Regression with Added Output and Options (Documentation). Hofstra U: Academic Computing Center, January, 1975.

*Federal Communications Commission. Report by Dr. Harvey J. Levin in the matter of "Amendment of secs. 73.35, 73.240, and 73.636 of the Commission's Rules Relating to Multiple Ownership of Standard, FM and TV Broadcast Stations. Docket No. 18110, 1974.

*Levin, H. "Franchise Values, Merit Programming and Policy Options in Television Broadcasting," in Regulating the Product - Quality and Variety. Edited by Richard E. Caves and Marc J. Roberts. Ballinger, 1975.

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*On these projects, I was Research Associate with responsibility for data management and statistical analysis.

Recent Publications and Reports, continued

Latham, J. The Effect of Change in Barometric Pressure on Task Performance. Doctoral dissertation. Hofstra U., 1975.

*Levin, H. An Economic Analysis of Proposals to Improve VHF Television Service in the State of New Jersey. A report to the New Jersey Coalition for Fair Broadcasting, (for submission in FCC Docket No. 20350). July, 1975.

Woog, P., Latham, J., & Kaufman, A. Evaluation of the EPIC Program for Baldwin Public Schools. 1975.

*Project Individualized Instruction, an ESEA Title III Project. The Effect of Individualized Instruction on Selected Cognitive and Affective Measures. BOCES, 1975.

Latham, J. Evaluation of Perceptual Conditioning for Decoding Program. A report to Dr. Evaline Felsten, Director. NYC Public Schools, 1975 and 1976.

*Domenech, D. Evaluation of Individualization Program in the Bellmore Elementary Public Schools. BOCES, 1975.

Latham, J. Study of Math Program,--A Five-Year Longitudinal Analysis. A report to Bronxville Public Schools, 1975.

Latham, J. A Study of the Westbury Pre-K Program. Westbury Public School, 1976.

Current or Recent Projects

Instructor in Statistics and Management. School of Business, Hofstra U., 1975-77.

Evaluator of Compensatory Education Programs for Westbury and Patchogue Public Schools and Research Consultant to the districts, 1975-76.

Statistical analyst for seven-year study of schizophrenic children treated at the Henry Ittelson Center for Child Research, Dr. N. Goldfarb, Principle Researcher.

Research associate for Statistical Analysis and Data Management for two-year further study (1976-1977) of the TV industry supported by NSF grant, Dr. H.J. Levin, Principle Researcher.

Research specialist for evaluation of Nursing Center for Family Services, a project funded by Wood-Johnson Foundation. Responsible for cost effectiveness analysis.

Current or Recent Projects, continued

Research consultant to District 32, NYC Public Schools, Guidelines, Inc., principle evaluation agency.

Research specialist for Rockland Project (Willowbrook State Hospital), Magi Associates, principle evaluation agency.

Principle researcher on study to develop screening procedures for gifted and talented children, Westchester Public Schools.

Consultant to Mount Pleasant Public Schools for PSEN.

Project Director on management evaluation of LRC units for the State of New Jersey, through Capla Associates.

Maria Luisa Mannella Romeo
47-39 195th Street
Flushing, New York 11358
(212) 357-8027

PROFESSIONAL EXPERIENCE

1975-75 — Board of Cooperative Educational Services of Nassau County,
Salisbury Center, Westbury, New York 11590
Bilingual Unit, Division of Research and Development
Curriculum Specialist in Italian and Teacher Trainer

1970-74 — State University College at Oswego, Oswego, New York 13126
Instructor in Italian
Basic grammar courses, Survey, Civilization, 20th Century.
Novel in translation, Advanced composition and conversation

1969-70 — Queens College of C.U.N.Y.
Instructor in Italian
Basic grammar courses, Advanced composition and conversation
and 20th Century Novel

1968-69 — Queens College of C.U.N.Y.
Part-time Instructor

1967-68 — Queens College of C.U.N.Y.
Teaching Assistant in Italian

6-8-1966 — Our Lady of Fatima R.C. Church, New York, N.Y.
Remedial English to elementary school children
Special program for the culturally disadvantaged.

EDUCATIONAL BACKGROUND

1970-71 — COLUMBIA UNIVERSITY
Graduate Faculties - Doctoral Program in Italian
Course requirements not completed

1967-70 — QUEENS COLLEGE OF CUNY
Graduate Studies. Specialization: 20th Century Italian
Novel and Renaissance
M.A. Degree awarded February, 1970
Thesis: CESARE PAVESE E LA SUA RICERCA DI UNA POETICA

7-8-1967 — UNIVERSITY OF PISA
Summer Abroad Program - CUNY
Certificate of outstanding merit in the knowledge of Italian
language and literature. Awarded August, 1967.

EDUCATIONAL BACKGROUND (CONT'D)

1967-1957	C.C.N.Y. (Evening Division) Undergraduate studies. Specialization: Intellectual History of Renaissance and 19th Century Europe B.A. Degree awarded June, 1967.
1957-1954	NEWTOWN HIGH SCHOOL, Elmhurst, New York Studies focused on modern languages and history Academic Diploma, Cum Laude, June, 1957
1954-53	J.H.S. 16 Corona, 68, New York
1950-53	SCUOLA MEDIA "GIOSUE CARDUCCI" Aquila, Abruzzi, Italy
1945-50	SCUOLE ELEMENTARI Villa S. Maria, Chieti, Abruzzi, Italy

PERSONAL DATA

Marital Status - Married - one child
Date of Birth - July 22, 1939
Place of Birth - Ateleta, Italy

Citizenship Status - American
Weight - 125 lbs.
Height - 5' 2"

HONORS AND ACTIVITIES

1967-1969	Queens College of CUNY: Teaching Fellowship in Italian
7-8-1967	Queens College of CUNY: Full scholarship for Summer Abroad Program to the University of Pisa in Viareggio.

State University College at Oswego: Advisor in Italian Club
Queens College: Advisor of the Italian Club

MEMBERSHIP IN PROFESSIONAL SOCIETIES

Modern Language Association, Italian Teachers Association, Istituto Italiano di Cultura, Casa Italiana of Columbia University, Italian Charities of America, NAACP, American Civil Liberties Union.

INTERESTS

Skiing, hiking, camping, intraumural volley ball, tennis, theatre.

REFERENCES

References will be furnished upon request by the Office of Placement, Queens College of CUNY, Flushing, New York 11367.

VITA

GILBERT SANCHEZ

June 20, 1978

A. EARNED DEGREES

Institution	Specialization	Degree	Date Earned
University of Massachusetts Amherst	Educational Administration	Ed.D.	August, 1972
University of Southern California	Spanish	B.A.	June, 1959
Los Angeles City College	Liberal Arts	A.A.	June, 1957

B. PROFESSIONAL EMPLOYMENT

Institution	Title/Duties	Dates of Service
New York University	Associate Professor of Bilingual Education	9/77-Present
State University of New York at Albany	Assistant Professor of Educational Administration	9/76-8/77
Center for Applied Linguistics, Arlington Virginia	Director, Bilingual-Multicultural Education	3/73-8/74
University of Houston	Administrator, 3-4-5 Club	7/72-3/73
Dept. of Health, Education and Welfare Washington, D.C.	Staff Assistant to the Secretary	6/68-1/71
National Education Association, Washington, D.C.	National Coordinator 11 Auxiliary School Personnel	11/67-6/68
Council of Mexican American Affairs, Los Angeles, California	Administrator, Head Start Project	1/66-10/67
(High School Teaching)	Spanish Teacher	9/60-1/66

C. OTHER PROFESSIONAL EXPERIENCE
(See Attachment A)

D. PROFESSIONAL AFFILIATIONS

American Educational Research Association
National Education Association
National Association for Bilingual Education
New York State English to Speakers of Other Languages and Bilingual Education Association
New England Educational Research Organization
Phi Delta Kappa, National Honor Socicty-Education
Sigma Delta Pi, National Honor Society-Spanish
Teaching of English to Speakers of Other Languages
Alumni Associations of the University of Southern California and the University of Massachusetts

E. SPECIAL HONORS

Ford Foundation Executive Leadership Fellowship, 1971-72

National Education Association, Certificate of Appreciation for Promoting Education, 1968

National Education Defense Education Act Fellowship, 1962

U.S. Office of Education/National Teacher Corp, Washington, D.C.

July-September 1976. Member, National Advisory Committee to Review National Training Institute for Teacher Corp Interns

American Association of School Administrators. September 1977 to May 1978. Member, National Advisory Committee to the National Center for the Instruction of Learning

F. PERSONAL INFORMATION

Residence

65 East 11th Street (4-E)
New York, New York 10003

DOB: 12-24-36
SSN: 548-48-7277

Business

Director
Program in Bilingual Education
New York University
School of Education, Health, Nursing and Arts Professions
735 East Building, Washington Square
New York, New York 10003
(212) 598-2776, 598-2827

WORK EXPERIENCE:

September 1974 to Present

Graduate School of Education
State University of New York at Albany
1400 Washington Avenue
Albany, New York 12222

(518) 457-8567

Assistant Professor, Educational Administration

Specific duties of this position include:

1. Teaching education administration with an emphasis on organizational theory, inclusive of structure, psychology, management, etc.

2. Instruction in the practical aspects of fund-raising, e.g. proposal writing, analysis of education legislation, sources of funding, developing strategies for fund-raising.

3. A survey course was developed for bilingual program students that included politics and the school administrator, federal and state education agencies and community analysis.

University Service:

Appointed by the President to the President's Affirmative Action Advisory Committee Chairperson.

Advisory Committee to the Office for Graduate Studies, 1976-77.

School of Education representative to the University Senate, 1976-77.

Department Committee membership: Long range planning, Comprehensive Examination, International Education.

OTHER PROFESSIONAL EXPERIENCES

Dr. Sanchez has been a keynote speaker, panelist, workshop leader, and a conference and convention chairperson of meetings sponsored by local, county, state, regional and national organizations. Listed below are but a few of the organizations (those with an * Dr. Sanchez has provided consultant work);

FEDERAL AGENCIES

The U.S. Department of Health, Education, and Welfare
The Office of the Secretary*
The U.S. Office of Education*
The U.S. Public Health Service
The Office of Child Development
The U.S. Civil Service Commission*
The U.S. Commission on Civil Rights*

STATE AGENCIES

The following State Departments of Education:

California, New York*, Virginia*, Texas, Colorado, New Mexico, Arizona, Illinois, New York Division for Youth

PROFESSIONAL ASSOCIATIONS

The National Education Association of the United States*

The American Association of Community and Junior Colleges

The National Association for the Education of Young Children

The National Association for Bilingual Education

The American Education Research Association

The New York State English to Speakers of Other Languages and Bilingual Education Association

The Modern Language Association of the United States

The Council for Exceptional Children*

The Council for Social Work Education*

The following state education associations:

Michigan, Colorado, Arizona, Florida, New Mexico, Wisconsin, Louisiana, Kansas, Virginia, California*, North Carolina

UNIVERSITIES

Yale*, Stanford, Massachusetts, Southern California, California at Santa Barbara*, Texas* (Austin), Atlanta, New Mexico, Houston, Texas Southern, Norfolk State*.

FOUNDATIONS

The Ford Foundation*
The Lilly Foundation*
The Carnegie Foundation

Dr. Sanchez has also testified at hearings sponsored by the U.S. Senate, The U.S. Office of Educations, and the State of New York Executive Chamber Committee on matters related to education.

OFFICE OF COMMUNITY SUPERINTENDENT DISTRICT 32
787 BUSHWICK AVENUE
BROOKLYN, NEW YORK 11221

OBSERVATION GUIDE

MATARAZZO,
SUPERINTENDENT
STATE & FEDERAL PROGRAMS

TELEPHONE (212) 574-0217
574-0218

ESEA TITLE VII - Multilingual Program ☐ SUBE ☐ AVANTI ☐ HABILE

Teacher_____ Grade_____ School_____ Date_____

Class Size_____ Group Size_____ Time: Start_____ Finish_____ Total_____

Students: # Spanish, Italian, Creole Dom./English speaking _____
English Dom./Spanish, Italian, Creole speaking _____ # English monolingual ___

Teacher: English Dom._____ Spanish, Italian, Creole Dom._____ Fluent bilingual _____

% time groups mixed linguistically _____ % time groups by dom. language _____

Teacher uses 1 language exclusively _____ Teacher primarily uses 1 language _____

Teacher freely alternates language _____ Other _____

Teacher Coordination with Paraprofessional:

1. How is para guided in his activities? _____

_____

2. Teacher plans with para for his activities Yes ☐ No ☐
3. Teacher includes para's activities in his lesson plan Yes ☐ No ☐
4. Teacher discusses para's responsibilities for the day Yes ☐ No ☐

If YES, when is this done _____

Role of Paraprofessional

1. Para teaches small groups Yes ☐ No ☐
2. Para aids in classroom management (including control of student behavior) Yes ☐ No ☐
3. Para performs clerical duties only Yes ☐ No ☐
4. Comments about para's duties _____

_____

Type of Lesson Observed _____ 88

Observer's Name _____ 82

	Frequency of Occurrence		
	Often 3	Occasionally 2	Never 1
1. Teacher talks to learners			
2. Teacher reads to learners			
3. Asks closed questions			
4. Asks open-ended questions			
5. Sets time for open ended role-play/learners generate sentences			
6. Asks children to contribute to experience chart			
7. Structures and directs a group discussion			
8. Forms groups - structures group discussion independent of adult			
9. Forms groups - peers are group leaders			
10. Sets time for learners to talk informally or to interact, independent of adult.			
11. Asks learners to read aloud			
12. Asks child to demonstrate concept at blackboard for class			
13. Sets time for learners to choose activities			
14. Sets time for cross-age peer learning, independent of adult (older-tutor-younger)			
REINFORCEMENT: VERBAL AND NON VERBAL			
15. Reinforces, praises in complete sentences			
16. Reinforces, praises with one word			
17. Encourages learners to try			
18. Expresses understanding of learner's feelings			
19. Handles disruptive behavior			

	Often 3	Occasionally 2	Never 1
TEACHER TAPS CHILD'S EXPERIENCE AND USES A.V. MATERIALS			
20. Topics unrelated to child's experience	____	____	____
21. Encourages discussion of previous experiences	____	____	____
22. Encourages child to interpret and analyze	____	____	____
23. Teacher presents listening materials - records, tapes	____	____	____
24. Teacher provides A.V. materials and realia for exploration and manipulation by child with guidance	____	____	____
25. Integrates content (cultural, science, in language learning lesson)	____	____	____
26. Teacher provides texts for child to work on	____	____	____